



To learn more, see the Interpretive Guide: [www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)

Of the 24 students enrolled, 20 responded (83%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see [www.theideacenter.org/AdminDecisions](http://www.theideacenter.org/AdminDecisions)).

**Summary Evaluation of Teaching Effectiveness**

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

**Converted Averages** are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

**For comparative purposes, use converted averages.** Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

**Your Average Scores**

	Your Average (5-point scale)	
	Raw	Adj.
<b>A. Progress on Relevant Objectives</b> <sup>1</sup> Three objectives were selected as relevant (Important or Essential – see page 2)	4.6	4.5
<b>Overall Ratings</b>		
B. Excellent Teacher	4.9	5.0
C. Excellent Course	4.6	4.8
<b>D. Average of B &amp; C</b>	4.8	4.9
<b>Summary Evaluation (Average of A &amp; D)</b> <sup>1</sup>	<b>4.7</b>	<b>4.7</b>

<sup>1</sup> If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

<sup>2</sup> The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

**Your Converted Average When Compared to All Classes in the IDEA Database**

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
			Raw	Adj.	Raw	Adj.	Raw	Adj.		
<b>Much Higher</b> Highest 10% (63 or higher)				63		65		64		
<b>Higher</b> Next 20% (56–62)	61	60	61		60		61		61	62
<b>Similar</b> Middle 40% (45–55)										
<b>Lower</b> Next 20% (38–44)										
<b>Much Lower</b> Lowest 10% (37 or lower)										

**Your Converted Average When Compared to Your:**<sup>2</sup>

	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
<b>Discipline (IDEA Data)</b>	57	60	60	65	56	64	58	65	58	63
<b>Institution</b>	57	60	60	65	57	66	59	66	58	63

**IDEA Discipline used for comparison:**

Graphic Communications

## Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **POD-IDEA Center Learning Notes** ([www.theideacenter.org/podidea/PODNotesLearning.html](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.6	4.5	5%	90%
22. Learning fundamental principles, generalizations, or theories	Important	4.5	4.4	5%	95%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Minor/None				
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Important	4.5	4.5	5%	85%
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
<b>Progress on Relevant Objectives</b>		<b>4.6</b>	<b>4.5</b>		

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline <sup>1</sup>		Your Institution <sup>1</sup>	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
62	61	58	61	58	60
Higher	Higher	Higher	Higher	Higher	Higher
61	60	56	59	57	59
Higher	Higher	Higher	Higher	Higher	Higher
58	59	54	60	54	60
Higher	Higher	Similar	Higher	Similar	Higher
61	60	57	60	57	60

<sup>1</sup> The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Much Higher = Highest 10% of classes (63 or higher)  
 Higher = Next 20% (56-62)  
 Similar = Middle 40% (45-55)  
 Lower = Next 20% (38-44)  
 Much Lower = Lowest 10% (37 or lower)

## Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	2.5
34. Amount of work in other (non-reading) assignments	4.1
35. Difficulty of subject matter	4.2

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
40	Lower	48	Similar	43	Lower
62	Higher	54	Similar	58	Higher
63	Much Higher	62	Higher	64	Much Higher

## Student Description

37. I worked harder on this course than on most courses I have taken.	4.3
39. I really wanted to take this course regardless of who taught it.	3.2
43. As a rule, I put forth more effort than other students on academic work.	4.0

62	Higher	57	Higher	58	Higher
48	Similar	40	Lower	42	Lower
62	Higher	52	Similar	53	Similar

Much Higher = Highest 10% of classes (63 or higher)  
 Higher = Next 20% (56-62)  
 Similar = Middle 40% (45-55)  
 Lower = Next 20% (38-44)  
 Much Lower = Lowest 10% (37 or lower)

## Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** ([www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)), **POD-IDEA Center Notes** ([www.theideacenter.org/podidea](http://www.theideacenter.org/podidea)), and **POD-IDEA Center Learning Notes** ([www.theideacenter.org/podidea/PODNotesLearning.html](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

### Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
<b>Stimulating Student Interest</b>				
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.8	95%	Strength to retain
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.6	85%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.8	95%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.7	95%	Strength to retain

### Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.4	84%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	4.6	90%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	4.9	100%	

### Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.8	95%	Strength to retain
1. Displayed a personal interest in students and their learning	24	4.9	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	24	4.8	100%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.9	100%	

### Encouraging Student Involvement

11. Related course material to real life situations	24	4.7	95%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.6	90%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.5	85%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	4.8	100%	

### Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	All selected objectives	4.8	100%	Strength to retain
10. Explained course material clearly and concisely	All selected objectives	4.9	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.6	95%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.9	95%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.9	100%	

**5-point Scale:** 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

## Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	2	18	0	4.9	0.3
2. Found ways to help students answer their own questions	0	0	1	3	16	0	4.8	0.6
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	1	1	18	0	4.9	0.5
4. Demonstrated the importance and significance of the subject matter	0	0	1	3	16	0	4.8	0.6
5. Formed "teams" or "discussion groups" to facilitate learning	1	0	2	4	12	1	4.4	1.1
6. Made it clear how each topic fit into the course	0	0	0	4	16	0	4.8	0.4
7. Explained the reasons for criticisms of students' academic...	0	0	0	4	16	0	4.8	0.4
8. Stimulated students to intellectual effort beyond that required by...	0	0	3	3	14	0	4.6	0.8
9. Encouraged students to use multiple resources (e.g. data banks,...	0	1	1	4	14	0	4.6	0.8
10. Explained course material clearly and concisely	0	0	0	3	17	0	4.9	0.4
11. Related course material to real life situations	0	1	0	3	16	0	4.7	0.7
12. Gave tests, projects, etc. that covered the most important points...	0	1	0	5	14	0	4.6	0.8
13. Introduced stimulating ideas about the subject	0	0	1	3	16	0	4.8	0.6
14. Involved students in "hands on" projects such as research, case...	1	1	1	2	15	0	4.5	1.1
15. Inspired students to set and achieve goals which really...	0	0	1	5	14	0	4.7	0.6
16. Asked students to share ideas and experiences with others...	1	0	1	3	15	0	4.6	1.0
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	2	18	0	4.9	0.3
18. Asked students to help each other understand ideas or concepts	0	0	0	2	18	0	4.9	0.3
19. Gave projects, tests, or assignments that required original or...	0	0	0	5	15	0	4.8	0.4
20. Encouraged student-faculty interaction outside of class (office...	0	0	0	3	17	0	4.9	0.4

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential -see page 2) and other items for which comparisons were provided.

### Notes:

Discipline code selected on FIF: 1003  
Discipline code used for comparison: 1003

							Converted Avg.		Comparison Group Average				
	1	2	3	4	5	Omit	Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	1	0	1	2	16	0	4.6	1.0	62	61	4.0	4.3	4.2
22. Learning fundamental principles, generalizations, or...	1	0	0	6	13	0	4.5	0.9	61	60	3.9	4.3	4.2
23. Learning to <i>apply</i> course material (to improve thinking, problem...	1	0	0	4	15	0	4.6	0.9	NA	NA	4.0	4.3	4.2
24. Developing specific skills, competencies, and points of...	1	0	2	3	14	0	4.5	1.1	58	59	4.0	4.3	4.2
25. Acquiring skills in working with others as a member of a team	1	2	2	2	13	0	4.2	1.3	NA	NA	3.9	4.1	4.1
26. Developing creative capacities (writing, inventing, designing,...	1	0	1	4	14	0	4.5	1.0	NA	NA	3.9	4.2	4.1
27. Gaining a broader understanding and appreciation of...	1	1	2	2	14	0	4.4	1.2	NA	NA	3.7	4.0	3.9
28. Developing skill in expressing myself orally or in writing	2	1	2	2	13	0	4.2	1.4	NA	NA	3.8	3.8	4.0
29. Learning how to find and use resources for answering questions...	0	0	4	1	15	0	4.6	0.8	NA	NA	3.7	4.0	4.0
30. Developing a clearer understanding of, and commitment to,...	0	1	4	1	14	0	4.4	1.0	NA	NA	3.8	NA	4.0
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments,...	0	1	3	2	14	0	4.5	0.9	NA	NA	3.8	4.0	4.0
32. Acquiring an interest in learning more by asking my own...	0	2	2	2	14	0	4.4	1.0	NA	NA	3.8	4.1	4.1

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress **Bold = Selected as Important or Essential**

33. Amount of reading	2	9	8	0	1	0	2.5	0.9	40	NA	3.2	2.6	3.0
34. Amount of work in other (non-reading) assignments	1	0	3	8	8	0	4.1	1.0	62	NA	3.4	3.9	3.7
35. Difficulty of subject matter	0	0	3	11	6	0	4.2	0.7	63	NA	3.4	3.6	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	2	0	1	6	11	0	4.2	1.2	NA	NA	3.7	4.1	3.9
37. I worked harder on this course than on most courses I have taken.	0	0	3	9	8	0	4.3	0.7	62	NA	3.6	3.9	3.8
38. I really wanted to take a course from this instructor.	0	0	5	1	14	0	4.5	0.9	NA	NA	3.4	3.9	3.7
39. I really wanted to take this course regardless of who taught it.	2	4	7	2	5	0	3.2	1.3	48	NA	3.3	3.7	3.7
40. As a result of taking this course, I have more positive feelings...	1	0	2	4	13	0	4.4	1.0	59	63	3.9	4.2	4.1
41. Overall, I rate this instructor an excellent teacher.	0	0	1	0	19	0	4.9	0.4	61	63	4.2	4.4	4.3
42. Overall, I rate this course as excellent.	0	1	2	2	15	0	4.6	0.9	60	65	3.9	4.3	4.1
43. As a rule, I put forth more effort than other students on...	0	1	5	7	7	0	4.0	0.9	62	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.

## SPRING 2012 IDEA COMMENTS

### Shannon Gilley

CA3425 C1 Materials and Lighting

20 of 24 received

Top notch instructor. Really like this new project format over the old one.

Best communication I have had with an instructor.

Awesome class, I'm loving lighting!

Spend a little more time on basic texturing of specific objects.

I don't feel like I've gained much of anything from this course, but I blame that more on me than the instructor.

Great course, great pace in lectures. I was able to follow along without getting lost.

This is the first class I have had with Shannon. I feel the more class time I have with Shannon the more successful I will be in my field. He is one of the most effective instructors I have had.

I have always learned a great deal from him and this course was no exception. He always encourages his students to challenge themselves and is always there to help out along the way. His knowledge and expertise is well rounded and I firmly believe he is the best instructor at this school.

It's great that Shannon thinks thoroughly about each of the materials and subject matter before he has his students carry out the task. It's awesome that he teaches us all the shortcuts he knows rather than making us perform the long way then learn about the short cut later. There's always reasoning behind everything he does and it really shows that he really understands the material which makes us have confidence when we're trying to achieve the same results as him.

Shannon's "Stuff Happens" policy is great and has saved my grade. Shannon has displayed a great level of understanding and empathy for students who encounter problems outside of class. Shannon's teaching style for 3D-related subject matter is the best I've encountered at AiM. He's made learning the complicated software easier.

I didn't realize how much I wasn't learning until I took this course. This instructor has risen the bar and has shown me what to look for and expect of an instructor. Great teaching style! He has set the tone and gained my respect toward this profession.

Coming to this class, I felt blind and worried that I would never have understood how to texture and light seeing I really never grasped how to do it in 3D's Max when I took Digital Imaging. Now that I have taken this class I have a much more positive feeling about materials and lighting. Overall, I would say that Shannon has the best teaching methods that I have seen since I first started school at Ai and his classrooms always have a positive learning environment. A++ to Shannon.

Even though I'm falling behind, I did enjoy the way you run the class showing "why" something works. Please keep up the good work, and maybe emphasize to the next students to tell you if they need you to slow down.

Shannon is a badass instructor who not only knows what he is teaching, but also can go in depth to help anyone striving to be better.